DOCUMENT RESUME

ED 460 345 CS 013 576

TITLE	Reading Official Scoring Guide: Oral Reading Fluency Third Grade Benchmark, 1998-1999 and 1999-2000.
INSTITUTION	Oregon State Dept. of Education, Office of Assessment and Evaluation, Salem.
PUB DATE	1999-00-00
NOTE	11p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Benchmarking; Grade 3; *Oral Reading; Primary Education; Reading Achievement; *Reading Comprehension; Reading Tests; Scoring
IDENTIFIERS	Oregon; *Reading Fluency; *Retelling

ABSTRACT

These official primary trait scoring guide presents details of the 6-point scoring system used in third-grade Oregon schools to evaluate students' performance in oral reading fluency and in comprehension (as measured through retelling). The oral reading fluency benchmark portion of the scoring guide is broken down into phrasing, flow, and pace measures at each scoring level, and the comprehension benchmark portion is divided into sections on the quality of the retelling, main idea(s), supporting details, inference, and personalization/extending understanding. The guide also includes a reading fluency checklist and a retelling checklist for students. (RS)

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Oregon State Dept. of Education, Salem. Office of Assessment and Evaluation.

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CS 013 576

Oral Reading Fluency
Third Grade Benchmark

The oral reading is characterized by:

6

Phrasing - Excellent phrasing and expression.
Flow - Consistently smooth reading. Self-corrections are made with automaticity.
Pace - A pace that is consistently conversational.

5

Phrasing - Primarily larger, meaningful phrase groups with attention to expression.
Flow - Occasional breaks in smoothness caused by difficulties with specific words.
Pace - A pace that is almost always conversational.

4 - Meets the Standard

Phrasing - Primarily natural phrasing with some attention to expression. The majority of phrasing seems appropriate.
Flow - Minor disruptions in smoothness caused by a few repetitions and deviations from text.
Pace -A pace that is beginning to be conversational but may sometimes be too rapid or too slow.

3

Phrasing - Primarily two-word phrases with some three-or four-word groupings. Some word by word reading may be present. Word groupings may seem choppy and unrelated to larger context of sentence or passage. Intonation fails to mark end of sentences and clauses.
Flow - Repetitions and deviations from the text that disrupt the flow of reading.
Pace - A pace that is moderately slow.

2

Phrasing - Primarily word by word reading. Occasional two-word or three-word phrases may occur - but these are infrequent. Little or no expression is present.
Flow- Pauses, repetitions and deviations from the text that often disrupt the flow of the reading.
Pace - A pace that is slow.

1

Phrasing - Word by word reading with no attention to phrasing or punctuation. Reading is monotone.
Flow - Repetitions, sound-outs and/or multiple attempts that are so frequent that there is little flow to the reading.
Pace - A pace that is slow and laborious.

(Adapted from Zuttell and Rasinski, 1991 and NAEP Oral Reading Fluency Scale, 1995)

NOTE: This is a primary trait scoring guide, which means the student receives one overall score rather than a score for each of the subheadings. The score is based on the scale point that most clearly describes the student's performance.

MY READING FLUENCY CHECKLIST

I make my reading sound like talking.

I sound interesting.

I pay attention to the punctuation.

I correct my mistakes quickly.

Comprehension
Third Grade Benchmark

Retelling is telling the story in your own words.

6	5	4	3	2	1
The retelling has a clarity and completeness that stands on its own. It is characterized by:	The retelling has a response that is clear and complete. It is characterized by:	The retelling has a response that is generally clear and complete. It is characterized by:	The retelling has a response that provides the "gist" of the story. It is characterized by:	The retelling has a response that is somewhat confused, vague, or incomplete. It is characterized by:	The retelling has a response that is neither clear nor complete; it indicates that the student does not comprehend. It is characterized by:
Main Idea(s):					
• extremely clear, focused main idea(s).	• clear, focused main idea(s).	• clear main idea(s).	• main idea(s) that may be slightly unfocused.	• unclear main idea(s).	• no apparent main idea(s).
Supporting Details:					
• specific well-chosen details about characters and setting. • the inclusion of all major events in sequence (plot).	• a thorough description of characters and setting. • the inclusion of most major events in sequence (plot).	• an adequate description of characters and setting. • the inclusion of most major events; a few may be slightly out of sequence.	• a description of characters and setting that is somewhat limited. • the inclusion of some major events which may not be in sequence.	• a description of characters and setting that is sketchy and incomplete. • the inclusion of a few events that are not in sequence.	• a description of characters and setting that are either inaccurate, incomplete or missing. • inability to identify major events or their sequence.
Inference:					
• conclusions/ predictions that have specific and well-chosen supporting evidence and show insight.	• conclusions/ predictions that are supported by specific evidence in the text.	• conclusions/ predictions that have some supporting evidence.	• conclusions that may not be appropriate; predictions that are based on little supporting evidence.	• conclusions that may not be appropriate; predictions that are not supported.	• conclusions that are not appropriate or are missing; predictions that appear to be "wild guesses," or no predictions at all.
Personalization/Extending Understanding:					
• generalizations beyond text. • inclusion of student background knowledge and/or experiences.	• generalizations beyond text.				

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MY RETELLING CHECKLIST

My retelling is clear and complete with a beginning, middle and end.

My retelling has the main idea.

I describe the main characters.

I tell when and where the story happened.

I tell the main events in the order they happened.

I predict what might happen next in the story and why.

I explain why the story ended like it did.

I tell whether this story sounded like another story I know or whether it reminded me of something that happened in my life.

Scoring Guides for the 1999-2000 School Year

Office of Assessment and Evaluation

A scoring guide is an assessment tool used to judge the quality of student performance in relation to content standards. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. Use of scoring guides to assess a student's work can provide:

- feedback about student progress toward meeting the benchmarks;
- a common vocabulary for discussing the standards across grade levels and across districts throughout the state;
- a vehicle for meaningful self-evaluation and self-reflection;
- a focus for meaningful peer feedback among students.

Use of Scoring Guides

Teachers who are supporting students in meeting the state standards need to become very familiar with the Official Scoring Guides. **The official guides must be used to assess all work samples for the grades 3-10 benchmarks.** Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers need to carefully align their classroom assessments to the criteria described on the scoring guide.

Scoring Guides in in Adobe Acrobat© PDF format:

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- Speaking PDF
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- Reading/Literature (grades 4-12)
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